

and nearby "big city" papers, especially those of Baltimore and Washington. This news should be concerned with the constructive activities of our city and not with the crimes of murderers and bootleggers.

4. We should work, now that we have an excellent hotel and restaurant in our city, to bring to Harrisonburg a large number of small state conventions.

5. The merchants of our city should co-operate in the promotion occasionally of special sales days—such as the dollar sales which prove very attractive to consumers.

Co-Operative Advertising

6. We should not be content to advertise simply our own city and country but we should co-operate in the advertising of this wonderful valley in which we live—its beauty, its climate, its schools, its caverns, hotels, places of historical interest, its public highways and especially its agricultural and industrial possibilities. With co-operative advertising coupled with the development of effective slogans there is no reason why we should not make the apples grown in the Valley just as popular in the markets of America as the fruit of California or Oregon. There is no reason why we should not, by co-operative advertising, make the millions of white eggs produced in the Valley just as popular in the East and Middle West as the eggs from Petaluma. Other poultry and dairy products would profit from a similar species of advertising. Freight and passenger service and rates, together with many other problems, might be much more effectively handled with some form of co-operation from all the cities and towns of the Valley.

The most effective agency for the accomplishment of such purposes appears to be the organization of a Chamber of Commerce of the Valley of Virginia. Our secretary has already written to other organizations in the Valley in regard to this proposal and is receiving a splendid response. With your approval, the Harrisonburg Chamber of Commerce will take the initiative in launching this enterprise.

Returning to more purely local problems our freight and passenger service needs our constant attention. Undoubtedly big improvements can be made to both without unreason-

able demands upon the railroads. We might do something also to secure a saner, more stable, and a safer automobile bus service on the Valley Pike. Together with these efforts we should endeavor to secure without delay the incorporation of the Pendleton road to the West Virginia line into the State Highway System. The possibilities of doing this seem to be especially promising.

Need Aggressive Policy

The time for an aggressive policy in regard to securing new industries for our city seems to be almost at hand. We need only additional school facilities; and the city of Harrisonburg will provide these as soon as our people voice in unmistakable terms that they wish it to be done.

In order to succeed in such a program as this, we must have the backing, through membership in this body, of practically all the business and professional men and women of our city. I believe we have in Harrisonburg sufficient civic pride and enterprise to secure such support, and having gotten this backing let us keep faith with our membership in putting over a program of achievement that will bring a new era of growth and prosperity to our city.

CURRENT EDUCATIONAL PUBLICATIONS

HOME ECONOMICS TEACHING

By Grace Brinton

It has been said of the biologist that he has the double satisfaction of searching for truth itself and of advancing the health and welfare of mankind. Dr. Katherine Blunt, of the University of Chicago, says:

"Most emphatically home economics workers can also have this double satisfaction. They can have the rewards that come from the highest intellectual labor, imaginative constructive thinking of the highest order. Yet at the same time, on the same piece of work, they may be making a direct contribution to wholesome living."

The present day field of home economics offers three most interesting lines of special-

HOME ECONOMICS IN THE ELEMENTARY AND SECONDARY SCHOOLS, by Agnes K. Hanna. Boston: Whitcomb and Barrows. 1922. Pp. 327. \$2.50.

ization. Until recently the major interest in home economics has been almost entirely along scientific lines. At first the preparation of food, its nutritive value, and its relation to health were emphasized. This necessitated a close linking up with the allied sciences of chemistry, biology, bacteriology and physiology. Consequently the greatest amount of research work done by home economics students has been done in food chemistry, nutrition, and experimental cookery. Contributions are constantly being made in the form of Masters' and Doctors' theses from these various subjects. It has been estimated that but two of the candidates for a Doctor's Degree in home economics at the present time are working on scientific subjects.

Another line of home economics specialization is that of economics and sociology. This is a field that has not been largely developed, although much valuable investigation has been made in home and institutional management, family expenditures, woman's economic value in the home, and the relation of children and family to the community.

The third form of specialization is that of home economics education. The demand for teachers trained in home economics subjects and in education has increased rapidly in the last few years due to a call from the Federal Board of Education for supervisors of home economics. In some states these supervisors have charge of special methods courses in the Teacher Training institutions.

Until recently the special methods teacher has been handicapped by a lack of subject matter on home economics education, but of late excellent papers, pamphlets, and books have started to come upon the market. One of the most recent and helpful contributions has been a book designed primarily as a text book for students in normals and colleges called *Home Economics in the Elementary Schools*, by Agnes K. Hanna, formerly of the University of Chicago. Miss Hanna was for several years a teacher of special methods in the University of Chicago and she has based her work upon the experiences of the members of these classes and has drawn her conclusions largely from the class discussions.

The book is divided in two parts: the first dealing with subject matter and methods of home economics, and the second with principles of home economics teaching.

Under subject matter the following topics are discussed: the selection and organization of subject matter; methods of teaching in home economics classes; food and its preparation; food selection; sewing courses; the selection of clothing; the house and its selection; planning, decoration, and care; household management and the family and its care. Under principles of home economic teaching the discussion centers about the status of home economics in the schools, the aims of home economics teaching, home economics in vocational and liberal education, the natural sciences and home economics, art and home economics, and courses in the elementary and secondary schools.

Each chapter closes with a list of well organized thought questions and a complete bibliography of supplementary reference material.

Miss Hanna has very clearly shown the overlapping of the three phases of home economics work, the scientific, the economic, and the educational. She has presumed that the student has had both elementary educational courses and technical courses, so that she may be able to see the relation of home economics education to home economics as a whole.

A SECOND SYLLABUS ON PSYCHOLOGY

INTRODUCTION TO THE LEARNING PROCESS, by W. J. Gifford, Harrisonburg, Va.: The Garrison Press. 1923. 75 cents. (Paper cover).

Dean W. J. Gifford, of the State Normal School, has issued a companion work to his earlier syllabus entitled *An Introduction to Psychology* which has received much favorable comment and the very actual commendation of wide use.

Introduction to the Learning Process is made up of a group of lessons on educational psychology, with special emphasis on the learning process and individual differences. In each lesson a problem is stated, certain fundamental psychological facts are discussed briefly, and a series of experiments and problems are put, tending to bring out the truth and application of the fact under discussion.

The syllabus is ideal for a one term's course in educational psychology, due to the discrimination with which the author has sifted out from the mass of material on the subject the most important and practical parts

for discussion, making it possible to cover the subject with a reasonable degree of thoroughness in that length of time.

When one considers the changes that have taken place in the psychological view-point within even the last decade, it is with a feeling of security that he reads over the pages of this work and realizes he is reading after a psychologist who is neither an ultra-modern nor yet too conservative. The similarity in thought and method of Dr. Gifford's work with that of Dr. E. K. Strong, whose new text in psychology is probably the best adapted for use as a text with this syllabus, places him in the front rank among progressive, yet sane and careful educational psychologists.

C. P. SHORTS

FOR STUDENT REPORTERS

WRITING FOR PRINT, by H. F. Harrington. New York: D. C. Heath and Company. 1922. 252 pages.

This is the book for a young dreamer who aspires to "writing for print". It is written in such a clear and simple way that the youngest of young dreamers may understand and profit by it. The author is chiefly concerned with the collecting and writing of news and with the best organization of school papers and magazines. The book is not a treatise on newspaper technique or professional journalism, but it is a guiding star for young writers and student reporters.

REBECCA GWALTNEY

RECENT BOOKS OF INTEREST

AN INTRODUCTION TO THE THEORY OF EDUCATIONAL MEASUREMENTS, by Walter Scott Monroe. Boston: Houghton Mifflin Co. 1923. Pp. 364.

A textbook for advanced courses in educational tests and measurements in teachers' colleges and schools of education. This book deals with the fundamental theory lying back of the construction, use, and interpretation of educational tests. It will prove especially valuable to superintendents, principals, and supervisors who would make the best use of educational tests in our schools.

THE LITTLE THEATRE IN THE UNITED STATES, by Constance D'Arcy Mackay. New York: Henry Holt & Co. Pp. 277. \$2.50.

HISTORY OF THE AMERICAN PEOPLE, by Willis Mason West. New York: Allyn and Bacon. (Revised edition, 1922) Pp. 811. \$2.00.

LES ENFANTS DE MARCEL, by G. Bruno. Edited by Clifford S. Parker. New York: Allyn and Bacon. 1923. Pp. 310. 80 cents.

LA NOUVELLE CROISADE DES ENFANTS, by Henry Bordeaux. Edited by Henry Ward Church. New York: Allyn and Bacon. 1923. Pp. 216. 80 cents.

FORTUNA and TONY, by Enrique Pérez Escrich. Edited by M. A. DeVitis. New York: Allyn and Bacon. 1922. Pp. 154. 80 cents.

UN DRAMA NUEVO, by Manuel Tamayo. Edited by R. T. House and Kenneth C. Kaufman. New York: Allyn and Bacon. 1923. Pp. 189. 80 cents.

HISTORY OF OUR COUNTRY, by Reuben Post Halleck. New York: American Book Company. 1923. Pp. 572.

LA POUDRE AUX YEUX, by Labiche and Martin. Edited by Victor E. Francois. New York: American Book Co. 1923. Pp. 154.

LA TACHE DU PETIT PIERRE, by Mairret. Edited by Edward Manley. New York: American Book Co. 1923. Pp. 160.

THE JONES SPELLING BOOK, COMPLETE, by W. Franklin Jones. Chicago: Hall & McCreary Co. 1921. Pp. 144.

JUNIOR HIGH SCHOOL WRITING VOCABULARIES, by W. Franklin Jones. Chicago: Hall & McCreary Co. 1922. Pp. 150.

CHIP CARVING, by Harris W. Moore. Peoria, Illinois: The Manual Arts Press. 1922. Pp. 47. 85 cents.

ALASKA, THE AMERICAN NORTHLAND, by Isabel Ambler Gilman. Yonkers-on-Hudson: World Book Co. 1923. Pp. 342.

One of the "Inter-American Geographical Readers." Excellently illustrated with maps and photographs.

THE SUNBONNET BABIES IN ITALY, by Eulalie Osgood Grover. Chicago: Rand McNally and Co. 1922. Pp. 188. 85 cents.

A supplementary reader for the early grades. One of a delightful series of little travel books, for use especially with beginning geography classes.

HERODOTUS, Book Seven, Edited by C. E. Robinson. New York: Oxford University Press, American Branch. 1922. Pp. 168. \$1.20.

KEATS—POETRY AND PROSE. Introduction by Henry Ellershaw. New York: Oxford University Press, American Branch. 1922. Pp. 204. \$1.20.

PUBLIC SPEAKING TODAY, by Francis Cummins Lockwood and Clarence DeWitt Thorpe. Chicago: Benjamin H. Sanborn & Co. 1922. Pp. 264.

THE LITTLE THEATRE IN THE UNITED STATES, by Constance D'Arcy Mackay. New York: Henry Holt & Co. Pp. 277. \$2.50.

THE JUNIOR HIGH SCHOOL IDEA, by Joseph J. Van Denburg. New York: Henry Holt & Co. 1922. Pp. 423. \$1.50.